

BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION	
LESSON PLAN	
COURSE TITLE: IST 2025: Public Interactions	
LESSON TITLE: Initial Investigations	
New or Revised Course	<input checked="" type="checkbox"/> New <input type="checkbox"/> Revised
Prepared By: P/O Ryan Perry	Date: November 11, 2024
Academic Director Approval: Gary Cordner	Date:
PARAMETERS	Lesson hours: 1 hours <input type="checkbox"/> Entry-level Class size: 4 students <input checked="" type="checkbox"/> Continuing Education Space needs: Classroom <input type="checkbox"/> Other
STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)	
None	
LESSON HISTORY (previous versions, titles if applicable)	
N/A New Lesson	
PERFORMANCE OBJECTIVES	ASSESSMENT TECHNIQUE
1. Through facilitated discussion, students will identify and explain the requirements for initial investigations to better understand the process and challenges involved, based on the satisfaction of the facilitator. 2. Through facilitated discussion and case study, students will identify and explain how to apply active listening skills to gather pertinent information while investigating, to the satisfaction of the facilitator.	1. Facilitated Discussion 2. Facilitated Discussion and Case Study

<p>3. Through facilitated discussion and case study, students will recognize the critical types of information required for effective incident reporting, to the satisfaction of the facilitator.</p> <p>4. Through facilitated discussion and Video Review, students will identify and explain the skills necessary to write clear, concise, and accurate summaries of incidents, to the satisfaction of the facilitator.</p>	<p>3. Facilitated Discussion and Case Study</p> <p>4. Facilitated Discussion and Video Review</p>
<p align="center">COURSE DESCRIPTION</p> <p>This training program is designed to equip law enforcement officers with essential skills and techniques for gathering pertinent information needed to conduct thorough investigations and create accurate synopses of incidents. Participants will leave with a solid understanding of how to effectively gather necessary information and produce high-quality incident synopses that support investigations and enhance overall reporting standards.</p>	
<p align="center">MPCTC OBJECTIVES (if applicable)</p> <p><i>(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the "Facilitator Notes" column where they are addressed in the lesson.)</i></p> <p>N/A</p>	
<p align="center">INSTRUCTOR MATERIALS</p> <p>None</p>	
<p align="center">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <ul style="list-style-type: none"> • Computer • Projector • SmartScreen/Television 	
<p align="center">STUDENT HANDOUTS</p> <p>None</p>	
<p align="center">METHODS/TECHNIQUES</p> <ul style="list-style-type: none"> • Lecture and Discussion • Case Study/Videos • Small group discussion 	

REFERENCES

Baltimore Police Department policies:

1. Policy 104-Incident Reporting
2. Policy 1107-De-Escalation
3. Policy 1002-Securing and Interviewing Witnesses
4. Policy 1202-Interactions with Youth
5. Policy 503-Transportation of Passengers
6. [Identifying and Incorporating Core Principles of Victim-Centered and Trauma-Informed Response](#)

GENERAL COMMENTS

This structured training outline emphasizes practical skills and interactive exercises, helping officers develop the necessary competencies to gather information effectively and produce high-quality incident reports. Through case study and facilitated discussion, students will learn to apply active listening skills, recognize critical information, and extract relevant details.

Lesson Plan Checklist (Part 1)


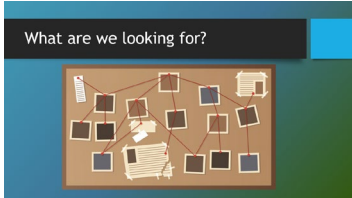
Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.			X
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.	X		
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.	X		
b. Videos underscore relevant training concepts.	X		
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.	X		
d. Videos portray individuals of diverse demographics in a positive light.	X		
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?	X		
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD's mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision-Making Model?	X		
17. Does the lesson reinforce peer intervention (EPIC)?		X	
18. Does the lesson incorporate community policing principles?	X		
19. Does the lesson incorporate problem-solving practices?	X		
20. Does the lesson incorporate procedural justice principles?		X	
21. Does the lesson incorporate fair & impartial policing principles?	X		
22. Does the lesson reinforce de-escalation?	X		
23. Does the lesson reinforce using most effective, least intrusive options?		X	
24. Does the lesson have external partners involved in the development of training?		X	
25. Does the lesson have external partners in the delivery of training?		X	
Subject Matter Expert: Ofc. Ryan Perry	Date: 11/11/2024		
Curriculum Specialist: Danalee Potter	Date: 12/5/2024		
Reviewing Supervisor: Sgt. Nunez	Date: 11/15/2024 11/18/2024 11/19/2024		
Reviewing Commander: Lt. Josh Rosenblatt	Date:		

COURSE TITLE: IST 2025 Day 4 – Call For Service Response

LESSON TITLE: Initial Investigations

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>SAY: Good morning!! My name is __ and I have been with BPD for __ years.</p> <p>Today, we will discuss what is important during your initial investigation.</p>	<p>TIME: 10 minutes</p> <p>Slide 1</p> <p><i>NOTE: Each Instructor will provide students with a brief introduction – your number of years with the Department, a brief history of your experience and background.</i></p> 
<p>SAY: We investigate different types of calls daily to include Domestic incidents/violence, Burglary, DOAs, Robberies, Theft, and many more. Every call for service we respond to does not always have the same questions easily answered, and this is when we may have to dive deeper.</p> <p>ASK: What details are we looking for when investigating an incident?</p> <p>SAY: We must ask the correct questions in order to form a synopsis of the incident we are investigating.</p>	<p>Slide 2</p>  <p>Desired Response:</p> <ol style="list-style-type: none">1. Victim2. What the story is3. Location and Time/Date4. Any witnesses?5. Is there a suspect?6. What does the suspect look like?

SAY: In this case study, you will observe a checkpoint from the tv show The Rookie. As you view this case study, think about what that officer noticed during the car stop.

ASK: What did the officer notice from the driver?

ASK: Imagine the officer wrote a report about this interaction. Do you think it would read “man coming from pre-school, issued warning about escaped prisoner, given Citizen Contact Card and released”? Or do you think his questioning led to something else?

SAY: In order to do our jobs correctly, we need to remember that we aren’t just robots writing down the answers that people give us. We pay attention to what’s going on around us and change our behavior accordingly. That’s what we’re going to talk about today.

SAY: As we go through this lesson, we will discuss techniques to utilize during investigations, note taking and collecting evidence. The learning objectives are:

- Identify and Explain the requirements for initial investigations to better understand the process and challenges involved.
- Identify and Explain how to apply active listening skills to gather pertinent information while investigating.
- Recognize the critical types of information required for effective incident reporting.

Slide 3



<https://www.youtube.com/watch?v=jZSJFiW3wdE>

(Play video, end at 1:25)

Anticipated Response:

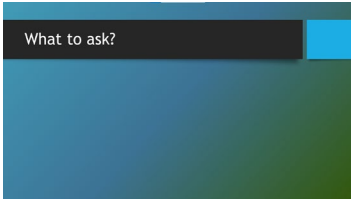
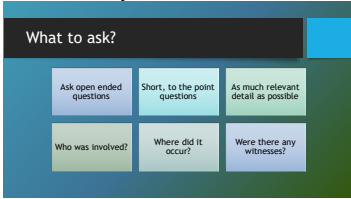
Answers may include:

- Nervousness
- Inconsistent responses
- Empty child seat coming from pre-school

Anticipated Response: Something else.

Slide 4

Objectives	
Identify and Explain	• the requirements for initial investigations to better understand the process and challenges involved.
Identify and Explain	• how to apply active listening skills to gather pertinent information while investigating.
Recognize	• the critical types of information required for effective incident reporting.
Identify and Explain	• the skills necessary to write clear, concise, and accurate summaries of incidents.

<ul style="list-style-type: none"> Identify and Explain the skills necessary to write clear, concise, and accurate summaries of incidents 	
<p>II. INSTRUCTIONAL INPUT (CONTENT)</p> <p>SAY: We all are curious by nature, however sometimes we miss small details. Citizens sometimes talk nonstop, and as humans, we block what we consider to be unimportant. This is where we can miss important details when we should be asking more questions.</p> <p>ASK: When citizens contact us to report crime, what kind of questions should we be asking?</p> <p>ASK: Why do we ask these kinds of questions?</p>	<p>Time: 45 minutes Slide 5 NOTE: Content on this slide is hidden. Click to reveal it when directed to do so.</p>  <p>Desired Response:</p> <ol style="list-style-type: none"> Open ended questions Short, and to the point Details about what occurred Who was involved Where did it occur Were there any witnesses <p>Click to reveal hidden content AND review any question types not mentioned by students.</p>  <p>Anticipated Response: Because it lets them fill in the blanks instead of us making guesses.</p>

SAY: There are many techniques we can utilize while investigating the various types of crimes reported to us. Let's look at a few different ways.

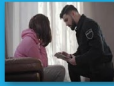
1. Separating victims and witnesses
2. Determine if an interpreter is needed
3. Gathering facts of the case vs non-facts of the case
4. Rapport building
5. Utilizing Active Listening
6. Approaching in a non-confrontational and neutral manner

ASK: Can you give me an example for each of these?

Slide 6

Interviewing Techniques

- Separating victims and witnesses
- Determine if an interpreter is needed
- Gathering facts of the case vs non-facts of the case
- Rapport building
- Utilizing Active Listening
- Approach in a non-confrontational and neutral manner



Go around the room and get at least one valid example for each

SAY: Now that we have discussed some different interviewing techniques, let's look at some ways not to interview.


Here's a video clip from the movie Superbad. As you view the video clip, make note of some of poor examples these officers used to gather information.

ASK: What were some things that you all noticed NOT to do?

ASK: Hopefully no officers are as bad as these two, but do you think that any of these things happen in real life when police are interviewing witnesses?

Slide 7

Information Gathering



HD

<https://www.youtube.com/watch?v=IqtZH9g-BNs&t=1s>



(Play video, end at 2:04)

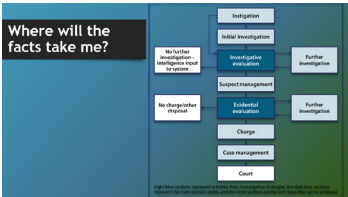
Anticipated responses may include:

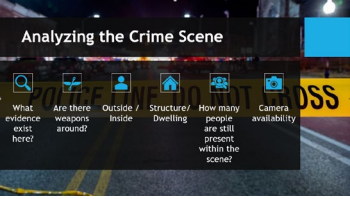
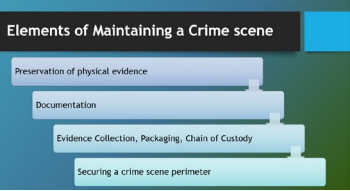
1. Asking inappropriate questions
2. Not utilizing active listening
3. Not showing respect for victim or what they've been through
4. Multiple officers asking questions at the same time

Anticipated Response:

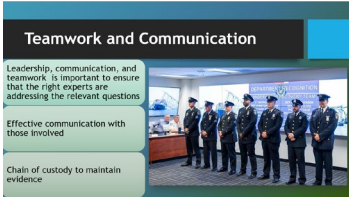
Unfortunately, yes.

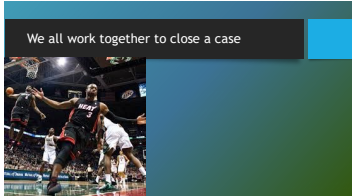

<p>SAY: Assailants are not a one size fit all, and sometimes they can be difficult to identify. By asking additional questions about the assailant, we can extract additional descriptors.</p> <p>ASK: What are some useful descriptors that you can obtain from a witness that may help you identify a suspect?</p> <p>ASK: People can change clothes, so why is it useful to try to find out what a suspect was wearing before, during, or after the crime?</p>	<p>Slide 8</p>  <p><i>Answers may vary.</i></p> <p>Anticipated Responses: To help identify them in Ring/CCTV video, to see if anyone else noticed them, etc.</p>
<p>SAY: There is more to a suspect description than the physical. Here's another video clip from the T.V. show Brooklyn Nine-Nine.</p> <p>While this is a comedic depiction, think about whether there's any value to asking about a suspect's non-physical descriptors.</p> <p>ASK: What non-physical descriptors might you try to obtain when interviewing a victim or witness?</p> <p>ASK: When we talk about being "victim centered" in our investigations, what does that mean?</p> <p>SAY: A "victim centered" approach puts the victims'</p>	<p>Slide 9</p>  <p>https://www.youtube.com/watch?v=ffvKY3Dj5ZE&t=1s (Play video, end at 1:07)</p> <p>Anticipated Responses may include: voice, pattern of speech, specifics terms or phrases that were used, how they spoke or interacted with other suspects or other people on scene.</p> <p>Anticipated Response: That we try not to re-traumatize the victim to the extent possible.</p>

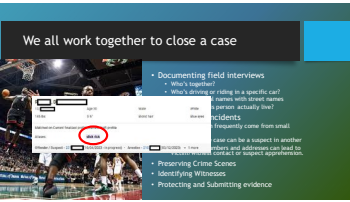
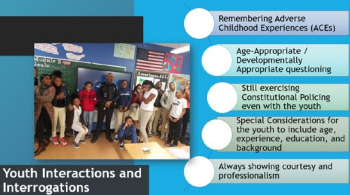

<p>priorities, needs, and interests at the center of all work with the victim including assisting in making informed decisions, placing a priority on restoring victims' feelings of safety and security, and safeguarding against policies and practices that may inadvertently retraumatize victims.</p> <p>ASK: Was there anything about how this was done that was not "victim centered"?</p>	<p>Anticipated Response: Forgetting that she was there while cheering on the suspect as he re-enacted a portion of the crime.</p>
<p>SAY: When investigating crimes, it is imperative to remain committed to following the facts of the case wherever they may lead. However, distinguishing between what is factual and what is false requires careful analysis, critical thinking, and attention to detail. Every piece of information must be scrutinized to ensure its validity, as relying on false or misleading information can derail the investigation and compromise its integrity.</p> <p>The direction and depth of an investigation often hinges on the quality of the questions we ask and the nature of the answers we receive. Thoughtful, strategic questioning can uncover critical details, expose inconsistencies, and guide us toward the truth. On the other hand, vague or poorly structured questions may yield incomplete or unreliable answers, limiting the progress of the investigation.</p> <p>By asking the right questions and actively listening to the responses, we gain a clearer understanding of the events, motives, and individuals involved. This approach not only builds the foundation for a thorough investigation but also helps ensure that justice is served based on accurate and reliable findings.</p>	<p>Slide 10</p> 

<p>SAY: We have discussed to this point what kind of questions to ask, what not to ask, interviewing techniques, and details about what a suspect looks like. Now let's talk more about crime scene management.</p> <p>ASK: What are some basic rules for any crime scene?</p> <p>SAY: We understand what the rules are for securing a crime scene. We also must be on the lookout for the following things:</p> <ol style="list-style-type: none"> 1. What evidence exist here? 2. Are there any weapons present? 3. Did the incident occur inside/outside, in a vehicle? 4. Availability of cameras 5. Were there any people present during the incident? 6. What evidence exist here? 	<p>Slide 11</p>  <p>Desired Responses:</p> <ul style="list-style-type: none"> • Do not contaminate the scene • Tape of the area • Keep a crime scene log
<p>ASK: Why is it important to maintain a crime scene?</p>	<p>Slide 12</p>  <p>Desired Responses:</p> <ul style="list-style-type: none"> • Preserve Evidence: Ensures physical evidence remains intact for analysis and use in investigations. • Prevent Contamination: Reduces the risk of tampering, loss, or destruction of critical evidence.

Commented [AN1]: Policy 210 Pg 8 #37 Administrative Responsibilities. Also look at PCM 24-07

	<ul style="list-style-type: none"> • Establish Facts: Maintains the scene's integrity to reconstruct events accurately. • Support Legal Proceedings: Ensures evidence is admissible in court by following protocols. • Respect Victims: Honors victims by preserving the truth and aiding in justice.
<p>SAY: Our initial investigations sometimes require additional support to ensure success and thoroughness. This support may come from a variety of resources, including the DAT (Detective Assignment Team), Non-Commissioned Officers (NCOs), Detectives, State Attorney's Office (SAOs), or Supervisors. Each of these units brings unique expertise and resources to the table, making their contributions vital to achieving effective outcomes.</p> <p>It's crucial to understand that clear and precise communication with the appropriate unit about what is needed is key to fostering collaboration and driving results. Providing detailed context, setting expectations, and defining objectives not only streamlines the process but also strengthens the bond between units.</p> <p>SAY: This is the essence of teamwork—understanding that everyone has a specific role and responsibility that must be executed efficiently to contribute to the collective success. When each team member and unit operates cohesively, the</p>	<p>Slide 13</p>  <p>Teamwork and Communication</p> <p>Leadership, communication, and teamwork is important to ensure that the right experts are addressing the relevant questions</p> <p>Effective communication with those involved</p> <p>Chain of custody to maintain evidence</p>

<p>investigation is more likely to achieve a successful resolution.</p>	
<p>SAY: Another thing about teamwork is that if everyone is trying to score and nobody is working together to make it happen, we're not going to be as effective.</p> <p>This means that everyone has to do their part to close cases.</p> <p>ASK: What is the role of patrol in solving a homicide or gang cases?</p> <p>SAY: One of the most overlooked things that officers can do to close a case is "feed the machine." That means writing Field Interview reports in Axon, doing full documentation of incidents, doing a good job preserving a crime scene, identifying witnesses, and protecting and submitting evidence.</p> <ul style="list-style-type: none"> • Documenting field interviews <ul style="list-style-type: none"> • Who's together? • Who's driving or riding in a specific car? • Associating real names with street names • Where does this person actually live? • Documenting incidents <ul style="list-style-type: none"> • Retaliation can frequently come from small incidents • A victim in one case can be a suspect in another • Good phone numbers and addresses can lead to victim/witness contact or suspect apprehension. • Preserving Crime Scenes • Identifying Witnesses • Protecting and Submitting evidence <p>ASK: If you were a shooting detective and heard that</p>	<p>Slide 14</p>  <p><i>Answers vary.</i></p> <p><i>Click slide to reveal full list. Call out any that weren't named.</i></p>  <p>Anticipated Answers include:</p>

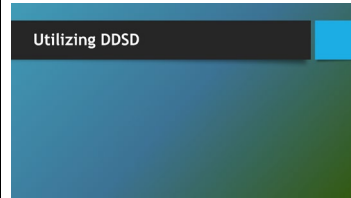
<p>your suspect was “Slick Rick,” where could you go for leads on identifying that person?</p> <p>ASK: If you were a patrol/DAT officer, how could you document the nicknames of your local group members?</p> <p>SAY: There are a number of resources available, but wouldn’t it be great if a few months ago a patrol officer put your suspect’s “government” name on a Field Interview form along with the street name of “Slick Rick”?</p>	<p>Axon</p> <p>Anticipated Response: Field Interview reports in Axon if you were encountering them for something else or Incident Reports if they were involved in a crime (victim/witness/suspect).</p> <p><i>Click slide</i></p> 
<p>SAY: Sometimes we encounter calls for service where our youth are the victims to crimes. We have to treat everyone to include our youth with the same care as anyone else seeking help from us. We must keep the following in mind.</p> <ol style="list-style-type: none"> 1. Remembering Adverse Childhood Experiences (ACEs) effect everyone differently. 2. Age-Appropriate/Developmentally appropriate questioning is important. 3. Exercising Constitutional Policing 4. Special Considerations for the youth to include age, experience, education, and background. 5. Always showing courtesy and professionalism 	<p>Slide 15</p> 
<p>SAY: Crimes against the elderly also require care and courtesy. These investigations required patients and compassion; however some these types of investigations need to be forwarded to the appropriate party to include Adult Protective Services.</p>	<p>Slide 16</p> 

SAY: We also have several different apps that we can utilize out on the street. Some of these apps directly utilize some strategies from our Data Driven Strategy Division.

ASK: Who can recall some of those apps?

Slide 17

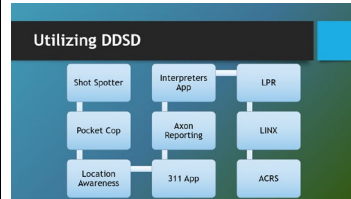
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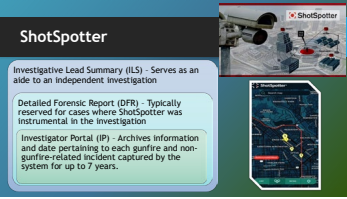
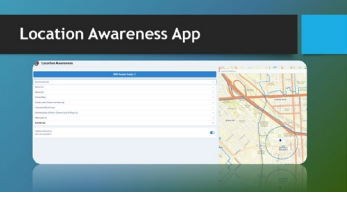
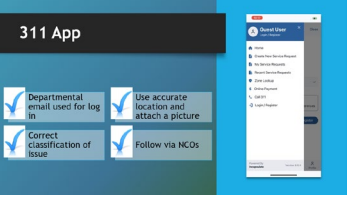


Desired Response:

- Shot Spotter
- Pocket Cop
- Location Awareness
- 311 App
- Axon Reporting
- Interpreters App
- LPR
- LINX
- ACRS

Click to reveal hidden content.



<p>SAY: ShotSpotter aids are used in triangulating where possible gunfire is occurring. The app can also aid in your initial investigation.</p> <p>ASK: How is a ShotSpotter alert useful for DAT/Patrol units responding?</p> <p>Through agency request we can get Investigative Lead Summaries and Detailed Forensic Reports. Also, there is an Investigator Portal which stores data for up to 7 years and can be used to run custom reports and to support active investigations per draft Policy 1006.</p>	<p>Slide 18</p>  <p>ShotSpotter</p> <p>Investigative Lead Summary (ILS) - Serves as an aid to an independent investigation</p> <p>Detailed Forensic Report (DFR) - Typically reserved for cases where ShotSpotter was instrumental in the investigation</p> <p>Investigator Portal (IP) - Archives information and data pertaining to each gunfire and non-gunfire-related incident captured by the system for up to 7 years.</p> <p>Anticipated Answer: Lets you know where to go, lets you listen to the recording to get an idea of what you're heading towards.</p>
<p>SAY: The Location Awareness App has many usages as well. Outside of the Business Reference guide located within the app, it can also provide BOLOS, GORAS, and private and public cameras within the area.</p> <p>Opening up the Location Awareness App at the beginning of an investigation can save a lot of time.</p> <p>ASK: Has anyone here ever used the Location Awareness App? If so, for what?</p>	<p>Slide 19</p>  <p>Location Awareness App</p> <p><i>Answers may vary, but are likely to include: finding cameras, finding business contact information.</i></p>
<p>SAY: We know what the 311 App does; however, sometimes, getting those problematic areas clear and free of debris can aid in our investigations as well.</p> <p>These blocked or problematic locations might provide sight lines or access to potential drug and gun activity. It may seem like a small thing, but having access to several city agencies to aid in the crime fight can be very useful in the long run.</p> <p>ASK: How many people in here have used the 311 app?</p>	<p>Slide 20</p>  <p>311 App</p> <ul style="list-style-type: none"> Departmental email used for log in Use accurate location and attach a picture Correct classification of issue Follow via NCOs <p><i>Show of hands</i></p>

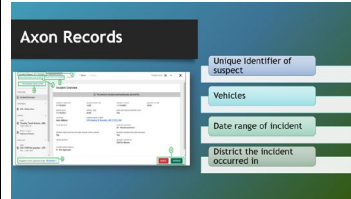
SAY: Axon Records has more usage than you think. It can be used to find more suspect information, vehicles, date ranges for an incident, as well as the district the incident it occurred in.

Need to know what the inside of a location looks like? See if we've been there before and pull BWC footage.

Need to get a better description of a person? See if we've interacted with them and pull up the BWC.

ASK: Can anyone name another way that Axon has been useful in an investigation?

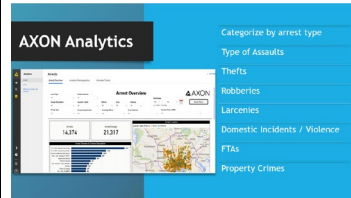
Slide 21



Answers will vary

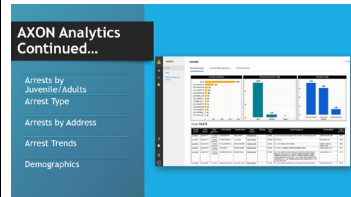
SAY: Also, with Axon we can bring down the different incidents we investigate by using Axon Analytics. This option allows you to see Aggravated Assaults, Thefts, Robberies, Larcenies, Domestic Incidents, and much more depending on what you are searching for.

Slide 22



SAY: In addition, we can also find arrests by the type, address, trends, demographics, and Juvenile/Adult.

Slide 23



III. REVIEW/EVALUATION/CLOSURE

SAY: Before we end, let's quickly review what we've covered. We discussed crime scene management, effective questioning, interviewing techniques, and tools to aid investigations. Let's see how much you've absorbed!

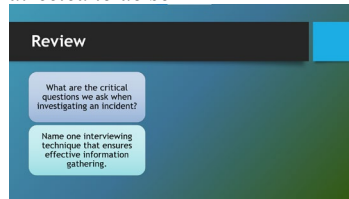
ASK: What are the critical questions we ask when investigating an incident?

ASK: Name one interviewing technique that ensures effective information gathering.

Time: 10 minutes

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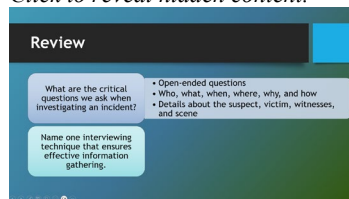
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Desired Responses:

- Open-ended questions
- Who, what, when, where, why, and how
- Details about the suspect, victim, witnesses, and scene

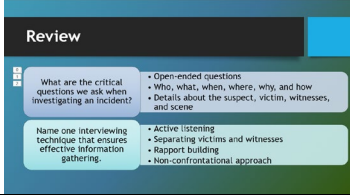
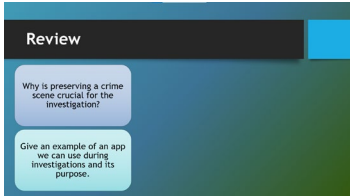
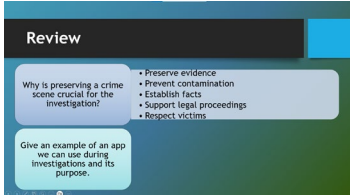
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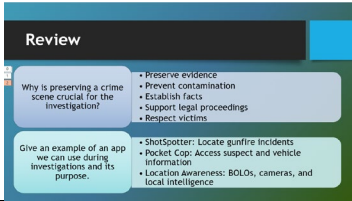
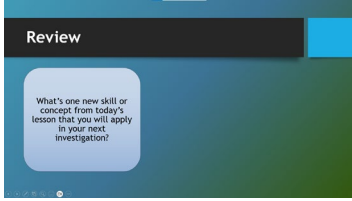
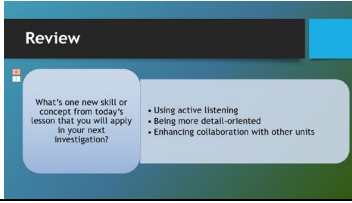



Desired Responses:

- Active listening
- Separating victims and witnesses
- Rapport building
- Non-confrontational approach

Click to reveal hidden content.

	 <p>Review</p> <ul style="list-style-type: none"> What are the critical questions we ask when investigating an incident? <ul style="list-style-type: none"> Open-ended questions Who, what, when, where, why, and how Details about the suspect, victim, witnesses, and scene Name one interviewing technique that ensures effective information gathering. <ul style="list-style-type: none"> Active listening Separating victims and witnesses Rapport building Non-confrontational approach
<p>ASK: Why is preserving a crime scene crucial for the investigation?</p>	<p>Slide 25</p> <p><i>NOTE: Content on this slide is hidden. Click to reveal it when directed to do so.</i></p>  <p>Review</p> <ul style="list-style-type: none"> Why is preserving a crime scene crucial for the investigation? Give an example of an app we can use during investigations and its purpose. <p>Desired Responses:</p> <ul style="list-style-type: none"> • Preserve evidence • Prevent contamination • Establish facts • Support legal proceedings • Respect victims <p><i>Click to reveal hidden content.</i></p>  <p>Review</p> <ul style="list-style-type: none"> Why is preserving a crime scene crucial for the investigation? <ul style="list-style-type: none"> Preserve evidence Prevent contamination Establish facts Support legal proceedings Respect victims Give an example of an app we can use during investigations and its purpose. <p>Desired Responses:</p> <ul style="list-style-type: none"> • ShotSpotter: Locate gunfire incidents • Pocket Cop: Access suspect and vehicle information • Location Awareness: BOLOs, cameras, and local intelligence
<p>ASK: Give an example of an app we can use during investigations and its purpose.</p> <p>○</p>	

	<p><i>Click to reveal hidden content.</i></p>  <p>Review</p> <ul style="list-style-type: none"> Why is preserving a crime scene crucial for the investigation? <ul style="list-style-type: none"> • Preserve evidence • Prevent contamination • Establish facts • Support legal proceedings • Respect victims Give an example of an app we can use during investigations and its purpose. <ul style="list-style-type: none"> • ShotSpotter: Locate gunfire incidents • Pocket Cop: Access suspect and vehicle information • Location Awareness: BOLOs, cameras, and local intelligence
<p>ASK: What's one new skill or concept from today's lesson that you will apply in your next investigation?"</p>	<p>Slide 26</p> <p><i>NOTE: Content on this slide is hidden. Click to reveal it when directed to do so.</i></p>  <p>Review</p> <p>What's one new skill or concept from today's lesson that you will apply in your next investigation?</p> <p>Desired Responses:</p> <p><i>NOTE: Answers vary based on participant takeaways</i></p> <ul style="list-style-type: none"> • Using active listening • Being more detail-oriented • Enhancing collaboration with other units <p><i>Click to reveal hidden content.</i></p>  <p>Review</p> <p>What's one new skill or concept from today's lesson that you will apply in your next investigation?</p> <ul style="list-style-type: none"> • Using active listening • Being more detail-oriented • Enhancing collaboration with other units
<p>SAY: Great job, everyone! Remember, your attention to detail, active listening, and teamwork drive successful outcomes. Stay sharp, stay curious, and thank you for your engagement today!</p> <p>Before we move onto the next lesson, let's take a 10-minute break.</p>	<p>Slide 23</p>  <p>TAKE A BREAK</p>

